



Teaching Program in Qinghai

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HuaQiao Foundation
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Brief

In 2005, Friendship Charity Association (FCA) started the first Teaching Program in Bon skor Village to help local students with English language during winter and summer vocations. Local residents strongly supported the program. FCA held the program twice a year since then. Because of the positive results shown from Bon skor Village School, FCA brought similar programs into 5 villages to teach Tibetan, English, and Chinese. Teachers coming from other regions outside the community, numerous new doors were opened to the communities. Comparing to seven years ago, students' interest in studies were highly increased while the rate of drop-out were reduced effectively.

HQF has being sponsoring this program since January 2009.



Objectives

- ☐ Increase students' knowledge of Tibetan, Chinese and English
 - ☐ Educate students during the holiday. Putting their free time to good use.
 - ☐ Further develop students' interest in reading and writing
 - ☐ Provide young college students with teacher-training experience
 - ☐ Lessen the crisis of local truancy and high drop-out rates
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2013 Winter Teaching Program

- Jan 17-Feb 5, 2013
- Guinan County, Hainan Tibetan Autonomous Prefecture, Qinghai province

	Bon skor	Serji Metok	Rabgan	Bon skor Resettled	Ban shul
Teachers	5	7	3	2	5
Students	120	150	60	35	80
Classes	3	4	3	2	3




Students

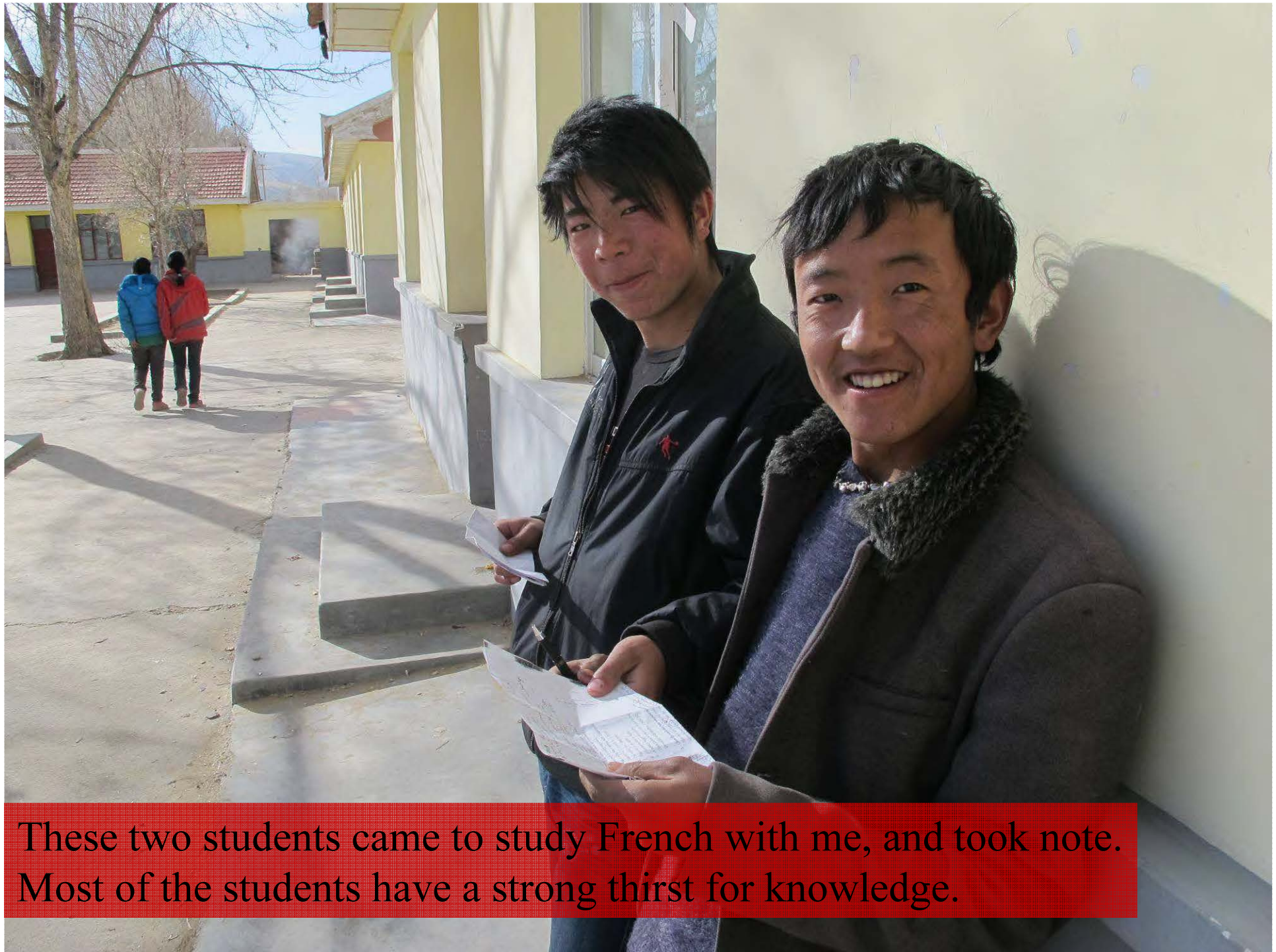
- ☐ Students were voluntarily attended this program.
 - ☐ There were 445 attendants in February 2013 from primary school grade 1 to middle school grade 3.
 - ☐ All these students are from program villages so there's no problem regarding accommodation or transportation.
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Local students do such housework as fetching water, herding cows and sheep, taking care of family members. Many students try to find time to study during these works.



Most of them don't have a proper school bag,
needless to mention other fashion stationery.



These two students came to study French with me, and took note. Most of the students have a strong thirst for knowledge.

After class, students
clean the classrooms



Teachers

- ☐ There were 22 volunteer teachers in February 2013.
 - ☐ Most of them are from Qinghai Normal University so they are good at teaching.
 - ☐ Most of them are Tibetans so they have effective communication with the students and well adapted to local foods and customs.
 - ☐ All teachers were given RMB 700 as a basic subsidy.
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This is a local monk, a scholar with high reputation and he works as a volunteer Tibetan teacher here in Bon skor. He is assisting FCA to compile a new Tibetan textbook for the program.





Each teacher was awarded with a certificate, 700 RMB subsidy and a *Hada* for their hard work.

Teachers in Bon skor.

They live and eat in this school during the program.



Dorm for teachers



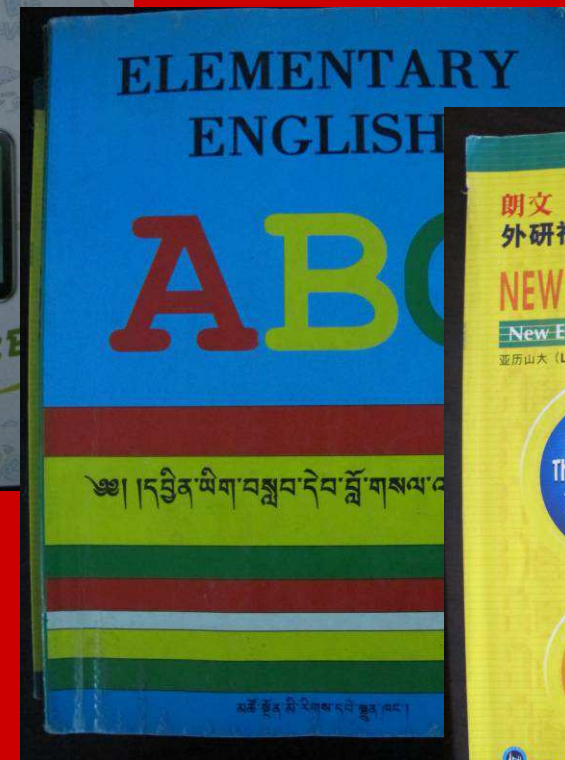
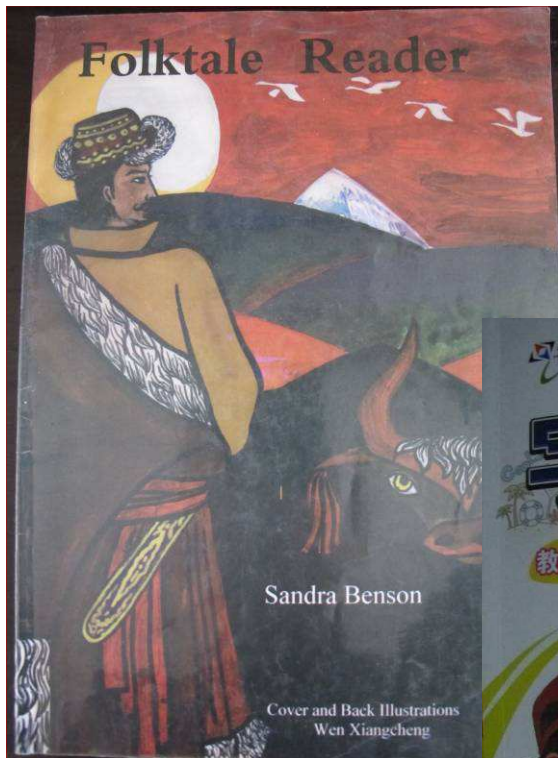


Every teacher has a record in FCA

Textbooks

- ❑ All selected and organized by FCA.
 - ❑ Printed in Xining and distributed to students locally.
 - ❑ 3 textbooks cost totally 25 RMB. Students pay 20 RMB for them while HQF provides 5 RMB for each student.
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All teaching materials were selected from these books according to the needs of local students in February 2013.



Printed textbooks

杨吉卓玛 达藏卓玛 则拉车 羊在才让
拉家指 英吉加 更藏东让 多杰卓玛
当措扎西

字词句篇

一年级

单元~第二单元

English-Tibetan Folktale Reader

Klu rgyal tsho ring & Klu rgyal tsho ring
Sandra Benson, Author སྒྲོལ་མ་བཟོ་

Zho ra bante sgom pa & Nor bhe རྩོམ་པ་བཟོ་པ་དང་འགྲུབ་པ་བཟོ་པ་
Tibetan Translators འགྲུབ་པ་བཟོ་པ་

Text Illustrations འགྲུབ་པ་བཟོ་པ་
Kevin Stuart, English Editor

南加 拉吉加 才让加 且正加 多杰加 羊在才让 同措 拉家指 英吉加 更藏东让 多杰卓玛 当措扎西

dīng	笔顺 2画	笔顺规范: 一 丁 起笔横中间, 不出头, 写在竖中线上。
丁	结构 独体	字义: ①成年男子或人口; ②姓。
组词 园丁	形近字 干	辨析: 丁(丁是) (丁春)
D 文 连字法 金旁字	组词 园丁/gardener	造句: 老师是辛勤的园丁。

dōng	笔顺 5画	笔顺规范: 一 夕 又 冬 冬 起笔横短小, 横撇和竖要舒展, 两点写在竖中线上。
冬	结构 上下	字义: ①一年中的第四季; 气候寒冷; ②姓。
组词 过冬	形近字 木	辨析: 冬(冬季)(冬天)(冬冬)
D 文 连字法 金旁字	组词 冬天/winter	造句: 冬天到了, 人们都穿上了厚厚的棉衣。

bǎi	笔顺 6画	笔顺规范: 一 一 丁 百 百 百 起笔横稍长, 第二笔横要短, 第三笔横要长。
百	结构 独体	字义: ①数目, 十个十; ②表示很多。
组词 百发百中	形近字 白	辨析: 百(百姓)(百万)(百货)
B 文 连字法 指事字	组词 一百/hundred	造句: 妈妈在百货商场买了好多东西。

qí	笔顺 6画	笔顺规范: 一 一 文 齐 齐 起笔横短小, 横撇和竖要舒展, 撇、捺要舒展。
齐	结构 上下	字义: ①整齐; ②达到同样的高度。
组词 整齐	形近字 禾	辨析: 齐(整齐)(齐备)(齐全)
Q 文 连字法 象形字	组词 整齐/meat	造句: 我们的队伍排得很整齐。

fù	F	j	sū	S	→	liú	L	木	qē	G	戈
复	笔顺 9		苏	笔顺 7		柳	笔顺 9		歌	笔顺 11	
组词 反复/复习	结构 上下		组词 苏州/苏醒	结构 上下		组词 柳树/杨柳	结构 左右		组词 唱歌/歌曲	结构 左右	
wǔ	W	j	bīng	B	→	quán	Q	水	zhēng	Z	争
舞	笔顺 14		冰	笔顺 6		泉	笔顺 9		争	笔顺 6	
组词 跳舞/舞蹈	结构 上下		组词 冰天/冰雪	结构 左右		组词 泉水/山泉	结构 上下		组词 争气/竞争	结构 上下	

míng	M	口
鸣	笔顺 8	
组词 鸣叫/雷鸣	结构 左右	

Classrooms

- For each village, classrooms were chosen according to local circumstances. Some are in formal schools, some in community centers, while some in kindergarten schools.
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Bon skor Resettled Village classroom
in the local community center

Bon skor Village hold the program in the local kindergarten, which was previously a primary school, however, a local government policy moved the students to local township central primary school (15km away) in 2010.





A half classroom and half
community storage room.



A classroom in a community center



Exam

1. When the program ends, each lesson have an exam.
 2. All exam papers are designed by teachers during the program, according to the students' level.
 3. FCA records and analyzes these data every time to determine the effectiveness of this program and students' level.
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Because of lacking adequate tables and to avoid cheating, final exams were took outside the classrooms. Some students brought chairs from home.





Awards

- ☐ 30 top students get awards according to their average exam scores.
 - ☐ Awards are usually certificates, books, and notebooks.
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Awards



Top Students



Survey

- ☐ When the program ends, FCA does a survey on the aspects below:

Students' gender

Teachers

Textbooks

Students' and parents' attitude to this program

Average exam score

Favorite and boring subject

Number of family members and their education background

Resource of family income

Suggestions for next teaching program

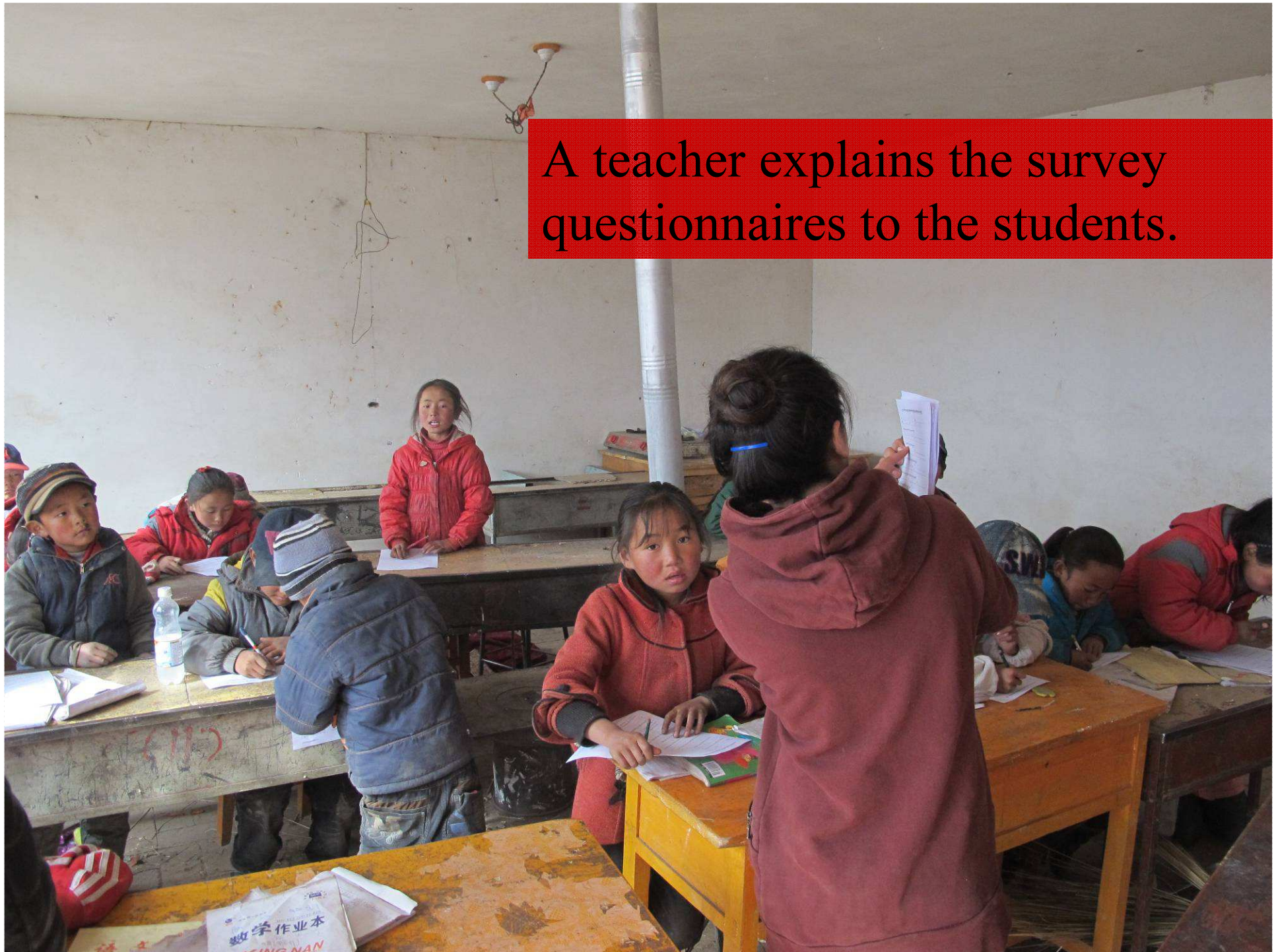
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(Details please check FCA report)



Students are filling out the survey forms

A teacher explains the survey questionnaires to the students.



Total Cost: RMB43,550

□ HQF contribution RMB 25,050

Item	Detail	Total RMB
Book fee	650 students x 5 RMB per student (book subsidy)	3,250
Food subsidy	Food for teachers. 1,000 RMB per school	5,000
Teachers' Stipend	700 RMB/day x 20 teachers;	14,000
Cooks	500 RMB x 5 cooks, for basic costs	2,500
Transportation for teachers	50 RMB X 20 people (round-trip)	1,000
Top student prizes	Awards for 30 top students, 10 RMB each	300
Total		25,050

□ Local contribution RMB 18,500

Item	Detail	Total RMB
Food	1,000RMB per for 20 days.	5,000
Misc.	E.g., beverages for teacher.	500
Book fee	650 students x 20RMB three books	13,000
Total		18,500

Feedback from students

- ☐ This program is very useful and interesting.
 - ☐ I like these teachers, hope could see them next year.
 - ☐ It's much better than staying at home.
 - ☐ Language is so interesting that it helps me to know how the people live in other places.
 - ☐ I just started to study English and I found it very interesting.
 - ☐ The textbooks are not very good this time, Chinese too boring while English a bit difficult, Tibetan is OK.
 - ☐ Better we could have a warmer classroom.
 - ☐ I'll love this program more if we could have a more interesting and high-qualified textbooks.
 - ☐ I want to join it next time.
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Feedback from teachers

- ☐ The students are very diligent and lovely.
 - ☐ It's a meaningful volunteer work, I've joined it for several times.
 - ☐ I can see how hard these students study, it makes me believe that they will have a good future.
 - ☐ With continuous efforts, this program must will change this community's future, actually it is changing now. More and more kids go to school and the drop-out rates reduced.
 - ☐ This program not only gave me experiences on teacher training, but also helped me to understand more about local families.
 - ☐ I was quite moved by the students for studying in such a poor environment while they could stay at warm home and play.
 - ☐ I tried to make my class more interesting to attract the kids.
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Suggestions

- The textbooks were estimated not very proper this year, it's necessary to edit some more interesting textbook according to these students' level. The price to print some high-quality textbooks is not higher than copy.
A local lama would like to make the Tibetan one. I (Veronique) could work with Confucius Institute with the Chinese one. FCA already find some English-majored students to do the English one.
 - Language should not be separated from culture, so if we could have some culture lessons for each language, that will definitely encourage the students to learn this language. For example, some traditional cultures, skills, even movies with cultural background, which FCA is taking action.
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Suggestions

- ❑ Invite native speaking volunteer teachers. Although those teachers were also very good, it will be better if the teachers are native speakers. But now it's not very easy for foreigners to enter Tibetan area. HQF could also help with teacher recruiting in Shanghai for Chinese and English teachers.
 - ❑ HQF and FCA could give all teachers a training before the program to know teaching skills, local situations, etc. (FCA did a small training, we could make it better) and a summing-up meeting after it to share experiences.
 - ❑ It's not quite appropriate to only use the exam results to award the students, better if some other issues could be considered as a criteria, like the students' behaviors during this program.
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End

I (Veronique) were deeply touched by the students, teachers, and all the locals who supported this program. They worked in such a poor environment during their vocations, in hope to make the future of these students and these communities brighter. I believe with HQF's continuous supports in Qinghai, these communities will be changed greatly!
